DOCUMENT RESUME

ED 126 005 SP 010 159

AUTHOR Goddu, Roland
TITLE Developing an Organizational Plan for the Southern Consortium of Black Colleges for Teacher Education.
INSTITUTION New England Program in Teacher Education, Durham, N.H.; Southern Consortium of Black Colleges for Teacher Education.
PUB DATE 76
NOTE 19p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Consortia; Consultants; Governing Boards; *Negro Colleges; Objectives; *Organizational Communication; *Organizational Effectiveness; *Performance Based Teacher Education; Planning; *Teacher Education; Workshops

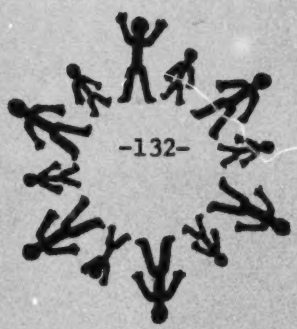
ABSTRACT

The Governing Board of the Southern Consortium of Black Colleges for Teacher Education determined that its future depended upon clarification and reaffirmation of its mission. As a result, a workshop was arranged to assist the Governing Board in (1) determining its mission, (2) determining its three major program themes, and (3) establishing for each program theme specific objectives and activities for the consortium, the executive secretary, and the participating individual institutions. The following statement of mission was developed: "To improve teacher education programs in the consortium institutions by utilizing competency based teacher education systems components." These components include modules, explicit outcome statements in the form of competencies, field oriented activities, learning centers, microteaching, protocol, systematic evaluation procedures, and systematic reporting. Three themes, or consortium-wide objectives for all consortium activities were then developed: (1) to provide support to institutions in areas of expertise in competency based teacher education; (2) to develop alternative learning experiences for students, teachers, school supervisors, and faculty which follow the competency based teacher education format; and (3) to improve communication and decision-making processes so that useful competency based teacher education practices can be replicated elsewhere. Discussion of program themes led the board to specify activities that could be undertaken to accomplish each program theme. Finally, members of the board outlined a cycle that indicated the outcomes expected from consortium activity. (MM)

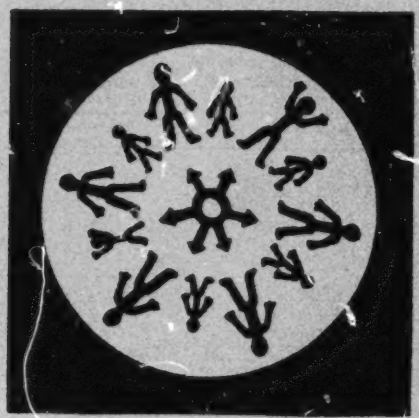
Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED126005

JUN 18 1 52 PM '76



DEVELOPING AN ORGANIZATIONAL PLAN FOR THE SOUTHERN CONSORTIUM OF BLACK COLLEGES FOR TEACHER EDUCATION



Prepared by:

Roland Goddu, Director/NEPTE

with

The Governing Board of the Southern Consortium

New England Program in Teacher Education
Pettee Brook Offices, Durham, N. H.

Spring 1976

SP010 159

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

Staff Working Paper

DEVELOPING AN ORGANIZATIONAL PLAN FOR THE SOUTHERN CONSORTIUM OF BLACK COLLEGES FOR TEACHER EDUCATION

Prepared by:

Roland Goddu, Director/NEPTE

with

The Governing Board of The Southern Consortium

New England Program in Teacher Education
Pettee Brook Offices, Durham, N. H.

Spring 1976

INTRODUCTORY NOTE:

This paper is the result of a major evaluation effort by a consortium of colleges for teacher education that had been in operation for five years. The Governing Board determined that its future depended on clarification and re-affirmation of its mission. Once the group had agreed to continue as a group, it determined specific steps to become clear about what the consortium would do. The Governing Board is pleased to share its process and product with the profession.

DEVELOPING AN ORGANIZATIONAL PLAN FOR THE SOUTHERN CONSORTIUM OF BLACK COLLEGES FOR TEACHER EDUCATION

(A Report to the Governing Board of the Southern Consortium)

This report reviews the activities of the Southern Consortium Governing Board at a long-range planning meeting at Coral Gables, Florida on January 15 and 16, 1976. The basis of this report was a consultant's evaluative commentary provided to the Governing Board and an all day workshop on Organizational Planning.

The basic purpose of a long-range planning committee has been to determine the operating procedures and formats for maintaining the quality and direction of the Southern Consortium. The long-range planning committee was assigned this task by the Governing Board so that the Consortium could determine itself the general theme and direction of the Consortium, independent of the vagaries and the influences of different funding sources. The experience of the Governing Board has been that as different funding sources were tapped to assist the participating institutions in development of performance based teacher education, the Governing Board had tended to allow its general purpose to be influenced too drastically by the priorities of the funding agency. It was also determined that the Governing Board utilized informal oral tradition to monitor and to document the progress of the Consortium. As a result, much of the material and activity of the Consortium was perceived of as the domain and responsibility of individual institutions and limited consolidation activities were agreed to in advance by Consortium members. As a result, a workshop was arranged to assist the Governing Board in (1) determining its mission, (2) determine its three major program themes, and (3) establishing for each program theme specific objectives and activities for the Consortium, the executive secretary, and the participating individual institutions.

Section I - Mission

The Governing Board discussed its existing By-Laws, statement of purpose, and outlined extensively the intent of the Board in organizing the Consortium. As individuals, the Board members wrote down their vision of what the Consortium was about. Individuals were paired and the pairs developed a statement of direction for the Consortium. These pairs were then grouped into groups of four who proceeded also to state a consolidated statement or group of statements of purpose for the Consortium. This listing of purposes for the Consortium were discussed by the total Board and a statement of mission was developed which specified the audience to be served, the outcome in terms of products and focus of products, the conditions under which the Consortium would operate, and the expectations of the Governing Board as to the results of the Consortium activity. The following statement of mission was developed and agreed to.

MISSION -

TO IMPROVE TEACHER EDUCATION PROGRAMS IN THE CONSORTIUM INSTITUTIONS BY UTILIZING COMPETENCY BASED TEACHER EDUCATION SYSTEMS COMPONENTS

Competency Based Teacher Education System Components include:

(1) MODULES

(2) EXPLICIT OUTCOME STATEMENTS IN THE FORM OF COMPENTENCIES

(3) FIELD ORIENTED ACTIVITIES

(4) LEARNING CENTERS

(5) SYSTEMATIC FORMAL TECHNIQUES, such as

- micro-teaching
- protocol

(6) SYSTEMATIC EVALUATION PROCEDURES

(7) SYSTEMATIC REPORTING

There was some discussion of the focus and utilization of a statement of mission by the Governing Board as criteria for monitoring all of the activities of the Consortium's central office and of the different projects in the individual sites funded with Consortium dollars. It was agreed that yearly, at least, the Governing Board would review its Statement of Mission and review all of its individual site and central office activities to determine that they were eligible for support and related to the Consortium Statement of Mission. It was also agreed that this would be done by the Consortium Board as a committee of the whole.

The Governing Board determined that its mission statement would become the general umbrella for operations through the year, and that this general umbrella for operations would provide the context for the development of any Consortium proposals to any funding agency. Some discussion focused on the accommodation that the Consortium might have to make with a specific funding source that had a narrower or somewhat different mission than the Consortium. It was agreed that the Consorcium would undertake some activities with agencies that had a different focus than the Consortium, but that the Consortium would be clear with that funding agency about the scope of its mission.

Section II - Program Themes

The Governing Board then moved to determining the themes or Consortium-wide objectives for all Consortium activities. The procedure for developing these themes was the following: to articulate those specific functions which individuals in the Governing Board expected the Consortium to provide. This listing developed by individuals was reviewed by pairs and then by groups of four. These consolidated lists were discussed and a categorization of these lists was made into the following three programs:

CONSORTIUM PROGRAM THEMES

#I

TO PROVIDE SUPPORT TO INDIVIDUAL CONSORTIUM INSTITUTIONS, MEMBER INSTITUTIONS, OR OTHERS IN AREAS OF EXPERTISE IN COMPETENCY BASED TEACHER EDUCATION, SPECIFICALLY MODULE DEVELOPMENT, PROGRAM IMPLEMENTATION, LEARNING CENTER DEVELOPMENT, AND PROCEDURES FOR OBTAINING FORMAL APPROVAL AT THE INSTITUTIONS AND STATE LEVEL THROUGH

- needs assessment
- consultant services
- action research
- collaborative resources
- technical assistance
  - Planning
  - Development
  - Implementation
  - Help
  - Evaluation

#II

TO DEVELOP ALTERNATIVE LEARNING EXPERIENCES FOR STUDENTS, TEACHERS, SCHOOL SUPERVISORS AND COLLEGE FACULTY WHICH FOLLOW THE COMPETENCY BASED TEACHER EDUCATION FORMAT, THROUGH ACTIVITIES SUCH AS

- learning experiences
- workshops
- seminars
- clinics
- summer institute
- in-service activity
- courses
- modules
- field experiences
- teaching children

#III

TO IMPROVE COMMUNICATION AND DECISION MAKING PROCESSES IN MEMBER INSTITUTIONS, STATE DEPARTMENTS, OTHER CONSORTIUM, PUBLIC SCHOOLS, AND TO DOCUMENT SUCH EFFORTS SO THAT USEFUL COMPETENCY BASED TEACHER EDUCATION PRACTICES CAN BE REPLICATED ELSEWHERE, THROUGH THE DOCUMENTATION OF

- . programmatic management procedures
- . resource centers development procedures
- . publications
- . presentation to others
  - Newsletter
  - Books
  - Catalogs
  - Reports on collaboration (other Consortia, Public School, State Dept.)
  - Interagency procedures within colleges

It should be noted that the program themes do not require that all consortium activities meet all three program themes. It is clearly the Governing Board's intent that some individual institution activities will be limited to facilitating the accomplishment of one theme only. For example, dissemination activities can be limited to that particular function, but all activities of individual sites as well as Consortium Central Office must be shared throughout the Consortium.

Section III - Discussion of Program Themes

Discussion of program themes led the Board to specify activities that could be undertaken to accomplish each program theme. Again, this listing of activities was not considered exclusive, nor were they seen as all necessary in a given project. These listings were the Governing Board's impression of those kinds of activities that the Consortium or Consortium sites could undertake as part of the funded activities of the Consortium.

#I

TO IDENTIFY COMPETENCIES NEEDED BY AN EDUCATIONAL CHANGE STRATEGIST AND TO DEVELOP, FIELD TEST, AND EVALUATE LEARNING PACKETS DESIGNED TO DEVELOP COMPETENCIES NEEDED BY EDUCATIONAL CHANGE STRATEGISTS THROUGH

- Task force
- Curriculum team
- Review of existing packets
- Building packets

#II

TO PLAN WITH LOCAL EDUCATIONAL AGENCIES, PARENTS, AND COMMUNITY REPPRESENTATIVES TO EXTEND AWARENESS OF ALTERNATIVE INDIVIDUALIZED TEACHING STRATEGIES AND MATERIALS WHICH ARE AVAILABLE FOR USE IN WORKING WITH CHILDREN AT VARIED LEARNING LEVELS AND TO COOPERATE WITH LOCAL PUBLIC SCHOOL DISTRICTS, COMMUNITY PERSONNEL AND COLLEGE PERSONNEL THROUGH PROVIDING TECHNICAL ASSISTANCE FOR IN-SERVICE TRAINING AND INFORMATION DISSEMINATION, AS WELL AS OFFERING AND/OR SECURING CONSULTATIVE SERVICES AS NEEDED IN SUCH AREAS AS:

- Planning Program
- Developing materials
- Implementing teaching and management strategies
- Assessment and instruments and teaching
- Follow-up revisional improvement activities

#III.

TO STRENGTHEN THE DIAGNOSTIC AND PRESCRIPTIVE SKILLS OF INTERNS, COOPERATING TEACHERS AND ADMINISTRATORS FOR USE WITH CHILDREN, AND TO IMPLEMENT FINDINGS FROM RECENT RESEARCH ON TEACHING TECHNIQUES AND CLASSROOM MANAGEMENT THROUGH WORKSHOPS FOR IN-SERVICE TEACHERS AND CURRICULAR OFFERINGS FOR UNDERGRADUATES AND GRADUATES, SUCH AS:

- workshops
- seminars
- clinics
- observation and other
- systems

#IV

TO DEVELOP A COMPETENCY BASED CLINICAL SUPERVISORY PROGRAM TO FACILITATE TEACHER TRAINING BY MEANS OF A COURSE OFFERING NEEDS ANALYSIS, SPECIFICATION OF COMPETIVENESS, CLUSTER OF COMPETIVENESS, IDENTIFY PROGRAM COMPONENTS, AND DEVELOPMENT OF MATERIAL.

#V

TO REQUEST AND COLLECT, EXCHANGE AND DISSEMINATE CONSORTIUM-TESTED DATA ON COMPETENCY BASED TEACHER TRAINING PROGRAMS AND PROCEDURES THROUGH THE CATALOG AND A CENTER DATA-BANK NEWSLETTER.

TO REQUEST AND COLLECT AND DISSEMINATE CONSORTIUM SCHOOL TESTED COMPETENCY BASED TEACHER TRAINING PROGRAM MATERIALS AND PROCEDURES THROUGH CONSORTIUM REPOSITORY.

Section IV

At this point, there was some agreement on the part of the Governing Board that specific projects might be considered and that each would indicate projected outcomes for June 30, 1976 in the following categories:

. Maintenance (3 outcomes)

. Problem Solving or Improvement (1 outcome)

. Development or Innovation (1 outcome)

There was some discussion by the Governing Board of the specific meaning of each of the objectives and some clarification of the language of objective statements. At this stage in the workshop, the consultant provided the Governing Board with a format for turning these objectives into operational activities.

The format required the allocation of roles and responsibilities to the accomplishment of specific objectives. What was developed was some beginning allocation of domain for Executive Secretary functioning, Governing Board functioning, and Individual Site functioning in an inter-related way. As a result, the Governing Board began to specify those characteristics of an executive secretary who could, in fact, operate in the role and responsibility framework approved by the Consortium Board for the operation of the Consortium. It was suggested that these characteristics be organized in four categories:

1. Kinds of Experiences Necessary
2. Kinds of Knowledge Necessary
3. Kinds of Ability Necessary
4. Other

It was determined that the Governing Board's Selection Committee should develop a rating format which would identify certain abilities, understanding and attitudes which are the essential characteristics of the Executive Secretary, such as:

EXECUTIVE SECRETARY RATING FORM

KNOWLEDGE

1.	Management	1 2 3 4 5
2.	Teacher Education (especially Curriculum Trends)	1 2 3 4 5
3.	Curriculum Development	1 2 3 4 5

ATTITUDE

1.	Tolerance for Ambiguity	1 2 3 4 5
2.	Sympathetic to Developing Institutions	1 2 3 4 5

EXPERIENCE

1.	Administrative experience	1 2 3 4 5
2.	Management experience	1 2 3 4 5
3.	Federal program experience	1 2 3 4 5
4.	Teaching experience	1 2 3 4 5

OTHER

1.	Leadership	1 2 3 4 5
2.	Ability to communicate	1 2 3 4 5
3.	Proposal writing	1 2 3 4 5
4.	Mobility	1 2 3 4 5
5.	Experience relative to projected Roles and Responsibilities	1 2 3 4 5

CANDIDATE TOTAL SCORE [ ]

Section V

It was also determined that the Governing Board would need to specify more accurately those guidelines for on-site operation which would provide a mechanism for monitoring and confirming the progress of local sites in their specific projects designed to support the Consortium mission through Consortium funded activities. It was agreed that a simple monthly reporting system should indicate:

1. What happened
2. What didn't happen
3. What was planned

The reports should indicate activity related to program themes approved by the Governing Board. Individual site and of the Executive Secretary monthly reports would be consolidated into an analytical summary by the Executive Secretary quarterly and presented to the Governing Board. It was also agreed that these quarterly analytical reports would provide some listings of the status of documents and products: modules, courses, or workshops provided by all members of the Consortium and this would specifically identify Consortium-funded, Consortium-supported activities.

As a result, the Governing Board determined that it would develop a set of Consortium documents. This set would include, (1) a yearly organization-wide Consortium report which would document the progress of the Consortium in reaching its program themes as articulations of its mission; (2) an updated on-going catalog of modules and courses available at Consortium sites and centrally indicating also the mechanism for acquiring these modules; (3) a series of Consortium papers which would document through case studies or descriptive approaches those specific mechanisms injected by Consortium institutions to facilitate the development of competency based teacher education programs (specific reference was made to formats for developing and

structures for maintaining learning centers); (4) Consortium analytical papers which would document and describe procedures for acquiring and maintaining institution support and state approval; (5) a documentation of Consortium-wide expenditure by program theme indicating allocation to individual sites for local program activities and products as well as Central Office allocations by program theme and Central Office product expenditures by program theme. The monitoring of these documents were seen by the Governing Board as the responsibility of the Executive Secretary. It was also determined that the Executive Secretary's responsibilities included the reproduction of the documents and the distribution of these documents to each program site as well as the maintenance of a Central Office document file. There was some discussion of developing an access to the ERIC Clearinghouse in Teacher Education for Consortium-developed products. It seemed that there was a clear understanding that Consortium-supported products and Consortium-supported processes should become the shared property of the member institutions of the Consortium.

Section VI

The Governing Board then discussed steps to be taken to confirm its approval of the mission, the program themes, the facilitating objectives which would help local sites develop projects which would be supportive of Consortium direction, the scope and responsibility chart for the role of Executive Secretary, and the development and maintenance of an integrated Consortium monitoring and reporting system. Those steps are listed as:

CONSORTIUM OUTCOMES AND ACTIVITIES FOR 1975 - 1976

A. Maintenance

- exceptional children needs
- clinical supervision needs

B. Development

- diagnostic/prescriptive teaching models

C. Improvement

- Consortium instructional and human resources lists

MAINTENANCE

Outcome	Activity	Institution
1. Develop and publish guidelines for the implementation of Programs concerned with varying exceptionalities in children to be used by public school and teacher education institutions.	Conduct workshops for Public School and University Personnel	Tennessee State University
	Use consultants and technical assistance	Tennessee State University Clark College
	Design needs assessment instruments.	Tennessee State University
	Make needs assessment survey (analyze and evaluate)	Clark College Tennessee State University
	Determine competencies needed for pre and in-service teachers.	Tennessee State University
	Develop additional courses or curricular experiences based upon comptencies.	
2. To field-test a modular, performance-based clinical supervisory program component for cooperating public school teachers and college supervisors (coordinators) so as to facilitate field-based teacher training.	Needs analysis	North Carolina Central University Xavier University South Carolina State College
	Develop modular learning packets (learning experiences, PBTE Modules, support materials, and equipment)	North Carolina Central University Xavier University South Carolina State College
	Pilot test learning component.	South Carolina State College
	Evaluate component	South Carolina State College
	Revise Component	South Carolina State College
	Evaluate	South Carolina State College
	Write report of findings and submit to Consortium	South Carolina State College
	Submit final learning packet to Consortium	South Carolina State College

DEVELOPMENT

Outcome	Activity	Institution
1. Develop a diagnostic/ prescriptive teaching model for implementing teacher education programs by specifically designing training and curricula for public schools/university teachers in the area of learning variability.	Survey existing models in the literature and from visitation	North Carolina Central University
	Workshop for public school teachers and university faculty	Xavier University Shaw University Florida A&M University
	University faculty workshop for in-service	Pembroke State University Prairie View A&M University
	Follow-up visitation	Shaw University Pembroke State University Clark College Florida A&M University

IMPROVEMENT

Outcome	Activity	Institution
1. Compile a list of the available instructional and human resources in both the Consortium Central Office and in the member institutions. Disseminate this information to each institution for utilization in program improvement.	Make an inventory of Consortium purchases located in the Consortium Central Office.	North Carolina Central University
	Classify these purchases according to instructional intent and purposes, Central Office usage, and member school usage or benefit	North Carolina Central University
	Make a list of types of human resources available to member schools from the Central Office	All Institutions
	Each member school list instructional resources and materials that may be shared	All Institution
	Each member school lists its types of available human resources it can share.	All Institutions

Summary

It was agreed finally that the Board would review the materials and agreements of the workshop at the Southern Consortium's Governing Board meeting in Chicago in February. Further steps will be determined then for the translation of the Consortium organizational plan into an operational proposal directed specifically to Teacher Corps for funding.

Thus, members of the Governing Board would have a cycle in progress which would indicate those outcomes they would expect for Consortium activity, and individual site activity for June 30, 1976 and June 30, 1977, to be completed for this purpose and brought to Chicago. This would put the Board on step #5 of the following list:

OUTLINE FOR ACTION

1. Mission
2. Targets for 1977 for Consortium
3. Consortium themes
4. Report objectives
5. Projects approved (projected activities at individual sites)
6. Products approved (projected activities at consortium level)
7. Executive Secretary plan of action approved
8. Budget approved
9. Implementation
10. Monthly reports
11. Review and Evaluation
12. Report